DOCUMENT RESUME

ED 173 637 CE 022 257

AUTHOR	Tarrier, Randolph
TITLE	Employment of the Educable Mentally Retarded Who Have Received High School Occupational Education.
INSTITUTION	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO	CASE-9-78
PUB DATE	Jun 78
GRANT	VEA-CO-77-C-883
NOTE	79p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Development; Cooperative Education; Delivery Systems; *Educable Mentally Handicapped; Field Interviews; *Job Placement; Job Training; Mainstreaming; *Models; *Program Development; School Superintendents; School Visitation; Secondary Education; *Vocational Education; *Vocational Followup
IDENTIFIERS	*New York

ABSTRACT

A state-of-the-art study was developed to describe the present status of the job placement procedures for educable mentally retarded (EMR) students who have received high school occupational education in New York State. Fifty-four local school superintendents were contacted to participate in the study. Forty-four board of cooperative education services (BOCES) sites, the five largest cities, and the second five largest cities were included. This sample represented 90% of the EMR students in high school. Questionnaires were mailed to each participant, and site visits were arranged for "types" of placement procedures. Thirty-seven questionnaires were returned. Through site visits and extended interviews with staff in thirteen locations representing nine school systems, additional data were collected. To analyze and describe the data, two models were developed: (1) models of delivery describing the developmental nature of occupational education experience which leads to job placement and (2) models of placement which describe the different modalities of placement in New York State. No uniform pattern of placement and follow-up was found in the state. Each program has evolved a system of placement determined by local conditions. Taken collectively, a developmental process leading to successful job placement is apparent--students are exposed to vocational education when they enter high school, they continue into exploratory courses on skill development, and eventually are placed in full-time jobs. (The survey questionnaire is included.) (Author/CSS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173631

EMPLOYMENT OF THE EDUCABLE MENTALLY RETARDED WHO HAVE RECEIVED HIGH SCHOOL OCCUPATIONAL EDUCATION

RANDOLPH TARRIER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

A Component of the New York State
Research Coordinating Unit in
Occupational Education

in cooperation with the
Bureau of Occupational Education Research
Office of Occupational and Continuing Education
New York State Education Department
University of the State of New York

CASE #9-78
June 1978

The program reported on herein was performed
under VEA Grant No. CO 77-C-883

FOREWORD

The Institute for Research and Development in Occupational Education, by its very name, is organized to gather and disseminate information about occupational education. But more than that, the Institute operates under the belief that sound practices in occupational education lead to happier lives in the world of work. Placement in a job is the culmination of occupational education and generally the number of placements after high school is good.

But does this process hold for the handicapped (in this study the educable mentally retarded)? The charge of the project was to describe the state-of-the-art of the placement process for EMRs.

Dr. Randolph Tarrier, the CASE Project Director, along with Dr. Alan Robertson, Chief, Bureau of Occupational Education Research, State Education Department, have designed a field study that not only describes the state-of-the-art but also provides suggestions for improvement of services. By combining questionnaire techniques with site visits and interviewing skills, they succeeded in describing "things as they are."

We hope this report will provide the motivation to see "things as they could be" as well.

Questions about the study methodology or its findings may be addressed to:

Dr. Randolph Tarrier
CASE Institute for Research and Development
in Occupational Education
Graduate School and University Center, CUNY
33 West 42nd Street
New York, New York 10036

Lee Cohen, Ph.D.
Director, IRDOE

ACKNOWLEDGMENTS

In a research study of this type, where the researcher's success is dependent on the cooperation of others, there are lonely moments. When the questionnaires are not returned, or lost, when the telephone ring is unanswered, the doubts mount.

Fortunately in this study, the practitioners in the field were very cooperative, hospitable and sincerely made efforts to tell me the story of their operation. In fact, their cooperation and friendship were overwhelming. I thank them all, in BOCES and the Cities. Each of these educators, as well as the research team, is listed in the Appendix.

In addition to Dr. Alan Robertson, Chief, who assisted with the study design, two other members of the Bureau of Occupational Education Research of the New York State Education Department were extremely helpful and supportive. Dr. Howard Alvir and Dr. Muhammad Khan provided counsel and advice that proved invaluable in the study report.

The research team, Dr. Claire Wishart and Dr. Hal Wise, provided incisive thought and stamina to their work, as always. Their efforts are appreciated.

Finally, Ms. Melanie Bentley and the IRDOE staff provided the office assistance so necessary to complete the reports, as well as a warming smile which is often equally helpful.

Randolph B. Tarrier, Ph.D.
Project Director

EMPLOYMENT OF THE EDUCABLE MENTALLY RETARDED

WHO HAVE RECEIVED HIGH SCHOOL OCCUPATIONAL EDUCATION

ABSTRACT

Purpose of the Study

The purpose of the study is to describe the present status of the job placement procedures for educable mentally retarded students who have received high school occupational education in New York State. This state-of-the-art report was organized around several basic research questions.

Source of the Data

Fifty-four local school superintendents were contacted to participate in the study. Forty-four BOCES sites, the Big Five Cities, and the Second Five Cities were included. This sampling procedure promised information from over 90% of EMR students in high school.

Procedures

Questionnaires were mailed to each participant and site visits were arranged for "types" of placement procedures. In all, 37 questionnaires were returned. Through site visits and extended interviews with staff in 13 locations representing 9 school systems, additional data were collected.

Results

In order to analyze and describe the data, two models were developed. The first, Models of Delivery, describes the developmental nature of the occupational education experience which leads to job placement. The second, Models of Placement, describes the different modalities of placement currently in use in New York State.

In spite of considerable data, there is no uniform pattern of placement and follow-up in the state. Each program has evolved a system of placement which was determined by local conditions. Some are highly developed and well organized; others are informal and dependent on the personnel, not the system. Taken collectively, a developmental process leading to successful job placement is obvious.

TABLE OF CONTENTS

Chapter		Page
I.	Introduction	1
II.	Procedures	5
III.	Models of Delivery	7
IV.	Models of Placement	17
V.	Presentation of Data	31
VI.	Discussion	39
VII.	Conclusions and Suggestions	49
	Appendixes	57
	A. Project Staff	57
	B. Contacts with the Local Education Agencies: Letter and Reply Postcard	59
	C. Sample Questionnaire	63
	D. Sources of Data: Contact Persons for Questionnaires	67
	E. Sources of Data: Contact Persons for Interviews	71

CHAPTER I

INTRODUCTION AND GOALS OF THE STUDY

PURPOSE:

This section explains the role of placement in the context of PL 94-142. The purpose of placement of the EMR is employability. One criterion of the evaluation of Occupational Education is employability which changes students into workers.

BASIC DATA:

The status of job placement data for the EMR student has has not previously been investigated. The basic purpose of the study is to describe existing job placement practices for the EMR student and graduate. Follow-up practices are included. The focus of this study is on the current state of the art of placement and follow-up of EMR students and graduates.

CHAPTER I

INTRODUCTION AND GOALS OF THE STUDY

Background

It is no secret that gainful employment, or "work", has been and is regarded as one of the most powerful and most needed socializing experiences in our country. Work attitudes, development of work skills, matching of work activities with abilities, interests and values, as well as the growth of the self-image of the individual working productively in society, are common themes in the developmental process. For the most part, career development is considered a key element in achieving stability and satisfaction in adulthood.

Reflecting the importance of career and work, public schools have long been involved in occupational education and training. In its many forms, occupational education has attempted to bridge the gap between school and work through the development of curricula rooted in the themes mentioned above. The ultimate goal in occupational education has been to prepare students to work in regular gainful employment.

Until recently the general handicapped student population had not been mainstreamed in occupational education. Until Public Law 94-142 opened the door and provided a strong impetus, many handicapped secondary students had been isolated, discriminated against, and excluded from any meaningful mainstreamed occupational education. No longer does this condition hold. PL 94-142 is effecting a changing philosophy of inclusion and mainstreaming of the handicapped in occupational education in secondary schools. Physical, social and psychological barriers to their occupational education have been and are being removed.

Evidence of such changes was gathered and reported upon in a research project sponsored by the State Education Department (SED) and conducted by the Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, City University of New York. The final report entitled MAINSTREAMED HANDICAPPED STUDENTS IN OCCUPATIONAL EDUCATION: EXEMPLARY ADMINISTRATIVE PRACTICES provides a relatively clear picture of the scope and depth of the process of mainstreaming handicapped students in occupational education. The findings show that positive changes are occurring, particularly insofar as program and curricula are concerned.

As suggested above, the ultimate goal of occupational education is very practical: it is to provide the means whereby students change into workers. So, the question arises: what is the status of job placement with respect to those handicapped students who have been mainstreamed in occupational education programs? Though the study mentioned previously did not address itself specifically to this question, the subject did arise from time to time during interviews and discussions. It was found that there were few established or obvious patterns of responsibility in regard to job placement and follow-up for the handicapped, and that there was little consistent information available on the process.

Because of the importance of job placement, not only as an ultimate goal but also as a strong motivator for the handicapped students, the need for a systematic study of job placement services became clear. It is to this end that the present research project was directed.

Purpose of the Study

The overall purpose of this project was to study the present state-of-the-art in existing job placement practices for the EMR student and graduate with emphasis on: 1) decisions and directions in training for

work; 2) transition to work and finally; 3) attainment of a life style which includes work. In addition, this study will serve as a guide to set specifications for placement practices and relevant data maintenance.

Research Questions

Several factors of job preparation and placement for EMR students were studied. The questions included the following:

1. What is the developmental process of student educational experience leading to employment?
2. Which personnel within the school are responsible for placement?
3. What are the sex differences in placement and patterns of experience?
4. What is the range of remuneration for entry-level jobs?

Outline of the Report

Question 1 was responded to in Chapter III which describes several models of delivery for occupational education for EMR students and in Chapter IV which describes several models of placement of EMR graduates.

Question 2 was responded to in Chapter V which summarized the data obtained in the questionnaire.

Questions 3 and 4 were responded to in Chapter VI, which integrates the questionnaire data with the interview data obtained during on-site visits.

"Educable Mentally Retarded" were defined as those individuals who met the definition established by the New York State Legislature. This legal definition has been disseminated among all agencies serving the EMR population.

CHAPTER II

PROCEDURES

PURPOSE:

This section identifies the sites sampled, describes the process of research from initial contract through questionnaire responses and site visits, and explains the preparation of the final report.

BASIC DATA:

The universe of EMR sites studied was 54 schools of which 37 agreed to participate in the placement and follow-up questionnaire. Nine sites were visited after intensive telephone interviews of all 37 respondents.

CHAPTER II

PROCEDURES

A. Identification of Sites

The sites selected for the study were the Big Ten Cities, namely, Albany, Binghamton, Buffalo, Mt. Vernon, New York City, Rochester, Syracuse, Utica, White Plains, Yonkers, and 44 BOCES in New York State. This choice made possible the inclusion of the largest number of students from the smallest number of sites. The Big Five Cities provide specialized educational programs for 3,511 EMR handicapped students; the BOCES provide for 2,662; 997 are in the other public school districts. The total, 7,170, accounts for all EMRs in secondary programs in New York State according to the Bureau of Educational Data Systems of the SED.

Invitations to participate were sent to 54 superintendents of schools, explaining the purpose of the study. Postcards were enclosed for their reply and their designation of a contact person to cooperate in the study. Survey questionnaires designed by the project staff and SED officials were then mailed to the appropriate persons at 37 locations where the administrators had agreed to participate. The questionnaires were for the purpose of obtaining information at the local level relating to job preparation and placement of EMR students who had received occupational education at the secondary level. (Copies of the letter and postcard are included in Appendix B.)

Questions included:

1. relationship of student educational experience to employment
2. school responsibility for placement
3. sex differences in placement and patterns of experience
4. range of remuneration for entry level jobs
5. extent of follow-up studies as indicators of placement effectiveness
6. stereotyping in program offerings and job placement

When the 37 completed questionnaires were returned they were reviewed and an analysis of the responses was made by the project staff. This resulted in determining site visits to those locations where there were reported to be effective occupational education programs for EMR's and high placement activity. Contacts were made with appropriate personnel at those places and visits scheduled for further amplification and clarification of data. Following is a list of the sites selected: Buffalo City Schools, Rochester City Schools, Erie No. 1 BOCES, Ontario-

Seneca-Yates Cayuga-Wayne BOCES, New York City (3 visits), Putnam-Westchester BOCES, Mt. Vernon Public Schools, New Rochelle Public Schools, and Diocese of Brooklyn.

This sample had been chosen so that there might be representation of the following constituencies: first, BOCES, big cities and smaller cities; second, urban, suburban and rural areas; third, large, medium and small programs; fourth, sites administered by occupational education personnel and sites administered by special education personnel; and, fifth, both private and public sectors.

Telephone interviews were also conducted with personnel at some of the locations. The information resulting therefrom is reported with the survey data; all of which is grouped according to the items on the questionnaire and presented in summary tables in Chapter V.

A draft report was submitted to a review panel of SED professional staff including:

J. Paul Tonetti, Associate, Bureau of Guidance

Robert LaCasse, Supervisor, Occupational Education Instruction for the Handicapped

Alan Robertson, Chief, Bureau of Occupational Education Research

Ronald Ross, Associate, Division of Education for the Handicapped

Howard Alvir, Associate, Bureau of Occupational Education Research

Muhammad Khan, Education Aide, Bureau of Occupational Education Research

Following their review, the final report was prepared.

CHAPTER III

MODELS OF DELIVERY

PURPOSE:

This section describes the process of occupational education in preparation of EMR students for job placement. A generalized developmental sequence which describes the patterns of experience of EMR students in New York State is offered as a model for analyzing the sequence of occupational education experiences leading to occupational placement.

BASIC DATA

The following group experiences were identified: (1) basic work habits, (2) introduction to multi-occupational skills, (3) specific skill training, (4) orientation to job placement, (5) work-study job placement, (6) permanent placement after high school, and (7) adult employment. The early experiences are primarily in-school activities. The later experiences are primarily out-of-school activities. The transition from school to employment is sequential and gradual.

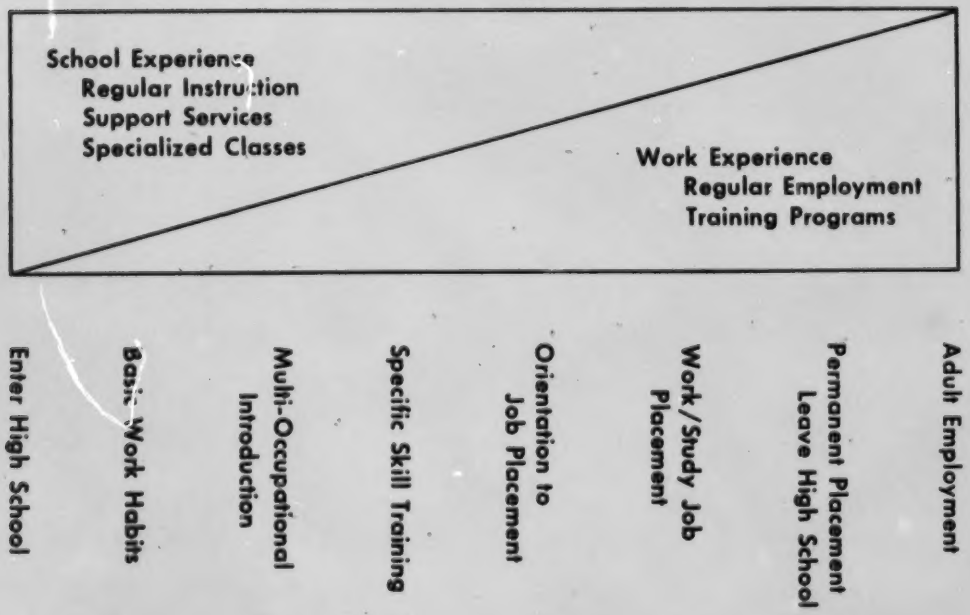
CHAPTER III

MODELS OF DELIVERY

The research indicated different directions taken among schools and BOCES in the activities relating to the preparation of EMR's for employment, but certain essential stages could be recognized in all sequences. Job training, placement and follow-up functions have not combined as an integrated system across the state; it is probable that financial conditions at key points, as they developed, affected the process. Nonetheless, the researcher was able to design a generalized model which identifies those essential stages, however much the activities within these stages vary.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded

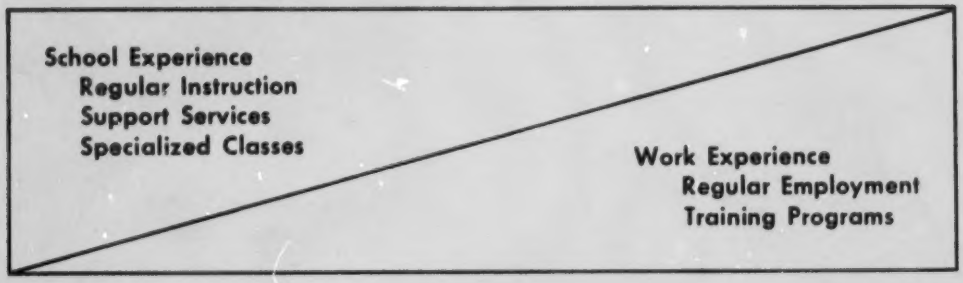


At Rochester, where the city schools operate gas stations, nurseries and farms, students were trained in those operations. In Buffalo, employers in that city trained students hired through the Office of Vocational Rehabilitation and then were reimbursed by that agency for the salaries paid EMR's. In an area outside of Buffalo,at Erie #1 BOCES, training sites for EMR's functioned to meet expressed community needs for specific jobs. New York City's Catholic Diocese recruited employers to train, supervise and evaluate some students in certain occupational skills. Also in New York City, the Board of Education through its Bureau for Children with Retarded Mental Development conducted a Work/ Study program. Young adults in the senior year of high school were programmed for academic subjects during morning hours of the school day and officially released in the afternoons for a paid working experience in competitive industry. Similarly, an alternate plan provided for attending school one week and working one week. A Long Island hospital worked out a plan of volunteer hospital workers. A BOCES in Westchester County continued EMR's training, but because the BOCES was located in an industrial park, part-time jobs were available to provide EMR's with work experience.

For the handicapped as for the non-handicapped, the process of vocational education develops from school experience to work experience as illustrated in this generalized model. As youngsters enter high school all of their instruction, training and support is school-based as shown in the model on page 6. When they leave high school for placement in jobs, school-based experiences recede and everyday work experiences predominate, but between entrance and exit several "typical" curricular patterns emerged in our sample. These patterns, as revealed on the following pages, combine school and work.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



- Enter High School
- • Basic Work Habits
- Multi-Occupational Introduction
- Specific Skill Training
- Orientation to Job Placement
- Work/Study Job Placement
- Permanent Placement Leave High School
- Adult Employment

WHAT: BASIC WORK HABITS: promptness, neatness, meeting commitments, and accepting responsibility.

WHO: Occupational education students in all classes, regular and special.

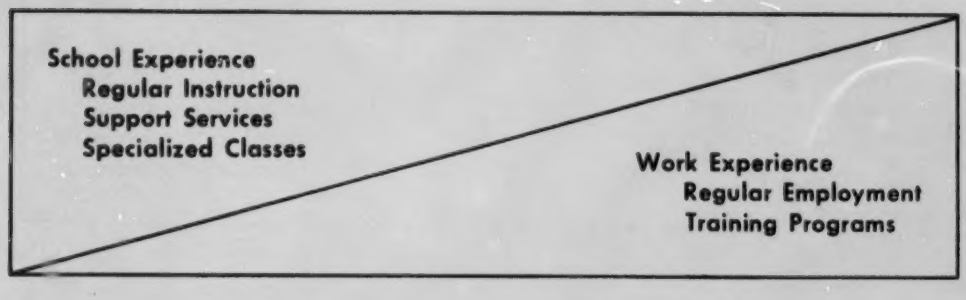
WHEN: Beginning with the first day of class and continuing throughout the school experience.

WHY: Students who learn these work habits have learned the basics of job attitudes. Habits formed in the classroom form the cornerstone in the development of a career.

HOW: The teacher demands that certain standards (which must be fair and attainable for each child) are met.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



Enter High School

Basic Work Habits

● Multi-Occupational Introduction

Specific Skill Training

Orientation to Job Placement

Work/Study Job Placement

Permanent Placement Leave High School

Adult Employment

WHAT: MULTI-OCCUPATIONAL INTRODUCTORY COURSES

WHO: All students select programs from a wide variety of occupations and related mini-units of training based on individual interests and abilities.

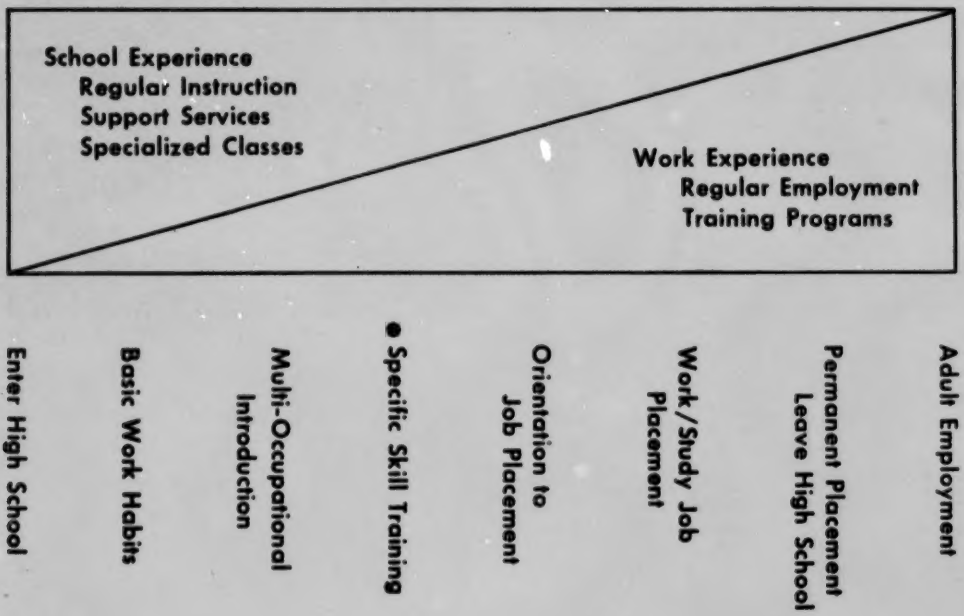
WHEN: Courses, such as "hands-on" shop courses, are offered early in the occupational education experiences.

WHY: The intent of the courses is to provide the means to explore broad clusters of instruction open to them later in their schooling.

HOW AND WHERE: Instruction by qualified occupational education teachers in regular occupational education shops.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



WHAT: SPECIFIC SKILL TRAINING

WHO: Students who have completed the introductory courses are asked to specialize in one occupation basing their decisions on preference and self-evaluation. Some students repeat the introductory courses until they are able to qualify for this experience.

WHY: To master a complete set of skills to qualify the student to work in one job. Each student who completes this program is eligible for employment.

HOW: Each student is taught and evaluated under specific performance objectives or tasks to be performed which are set by industry for that job.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded

- Enter High School
- Basic Work Habits
- Multi-Occupational Introduction
- Specific Skill Training
- ● Orientation to Job Placement
- Work/Study Job Placement
- Permanent Placement Leave High School
- Adult Employment

WHAT: ORIENTATION TO JOB PLACEMENT

WHO: Students who have completed the courses of instruction and have acquired the skills to work may lack awareness of the real world of work.

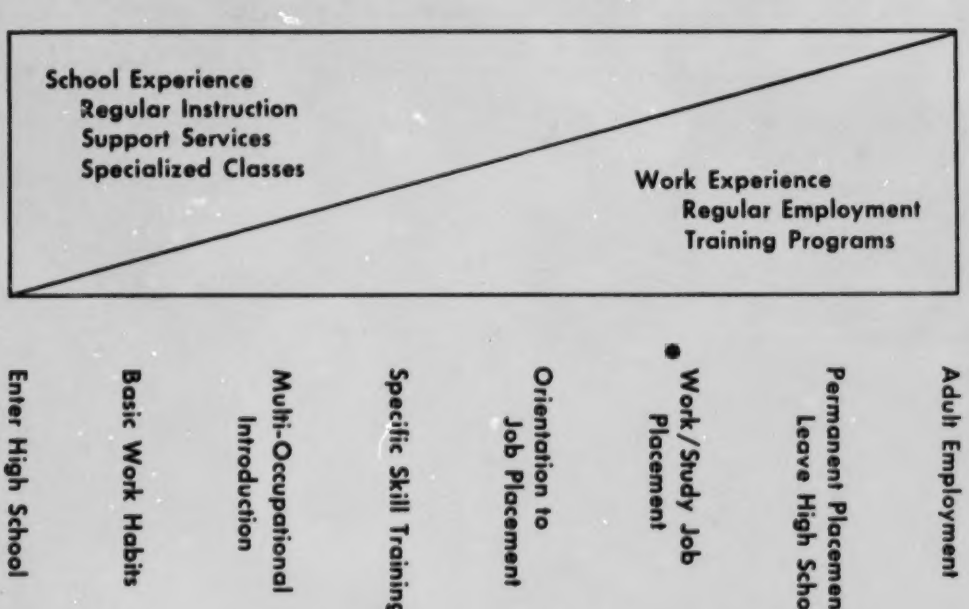
WHEN: After daily classroom instruction, students are released part of the day under supervision to gain paid work experience.

WHERE AND HOW: At the school itself, often, in building maintenance, food preparation and other areas and on a more limited basis, with private employers.

WHY: While the student's training and academic study continue, part-time jobs provide early orientation to subsequent job placement.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



WHAT: WORK/STUDY PLACEMENT

WHO: Students who have a dual role: student for part of the school day and a paid worker for the job being performed for an employer.

WHEN: Usually in the last year of high school.

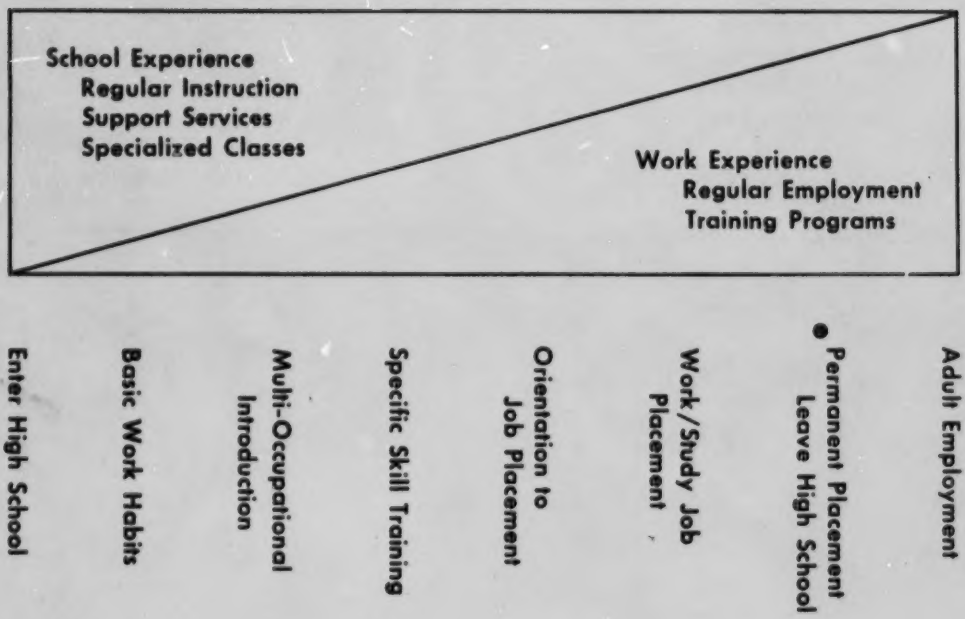
WHY: Job experience and salary transform student into a productive member of the working world and society, the school acting as a "halfway house" for students not yet prepared to emerge completely into the world of work.

HOW: Jobs are procured by the school staff's canvassing the community. They may make work/study arrangements or contracts with employer for cooperative job placement.

NOTE: A technical distinction exists between Work/Study job placement and Cooperative Education job placement. Work/Study is usually subsidized employment. Cooperative programs provide work related instruction in the school and work experiences are supervised and coordinated by a licensed teacher.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



WHAT: PERMANENT PLACEMENT-LEAVE HIGH SCHOOL

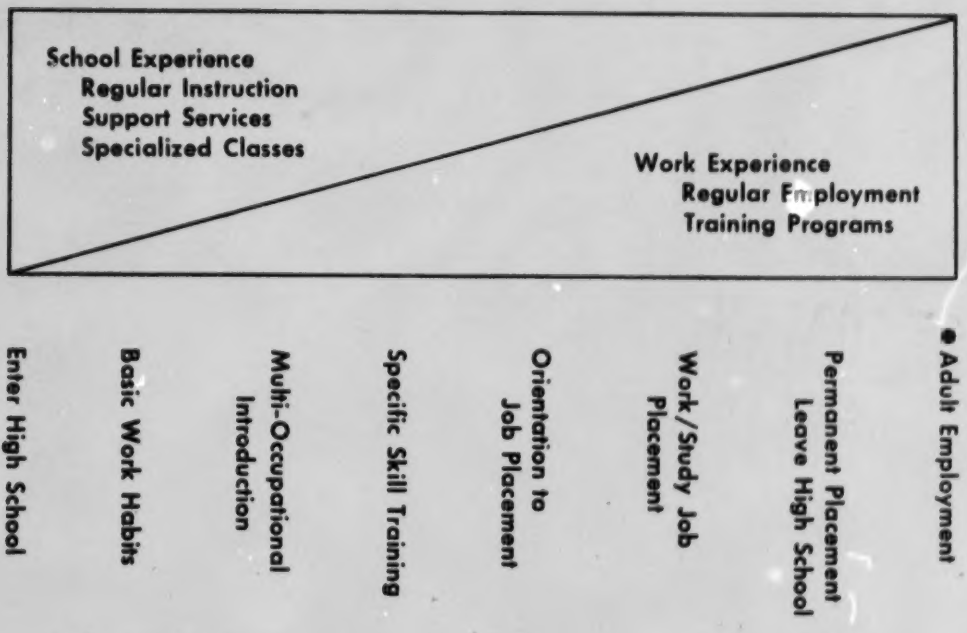
WHO AND WHEN: Students who complete high school.

WHY: Work is the next step toward adulthood and placement services assist in matching local manpower needs with the needs of the graduating students.

HOW: Placement staff, who are familiar with the graduating students and their needs, find employment opportunities and publicize them by listing them on bulletin boards. They also maintain follow-up and counseling of students who completed the program and are working full time. Feedback regarding work adjustment of graduates, success and length of time on a job provide information vital to administrators in planning future programs for EMR's.

MODELS OF DELIVERY

Synthesis of Programs in Job Placement for the Educable Mentally Retarded



WHAT: ADULT EMPLOYMENT

WHO: Most of the graduates.

WHEN: Some find employment immediately. Others require more time and more support from the school staff.

HOW: Follow-up and counseling are essential to students who have completed the program and are working full-time.

SECTION IV

MODELS OF PLACEMENT

PURPOSE:

This section is concerned predominantly with out-of-school experiences, that is, only with the later end of the models of delivery described in Section III. The major emphasis is on work experience and focuses on the EMR individual as a worker rather than as a student.

BASIC DATA:

The following placement models are described: (1) placement funded by an outside agency, (2) school owned and operated work experience centers, (3) school operated work/study programs, (4) school training articulated with private placement, (5) private training articulated with private placement, (6) basic occupational education program, and (7) senior high school work/study program.

CHAPTER IV

MODELS OF PLACEMENT

The purpose of this study was to describe the present status of the job placement procedures for educable mentally retarded students who had received high school occupational education in New York State. As such, this research was a state-of-the-art report.

The basic models uncovered in the research are described on the following pages. They can be grouped according to funding policies; some depend on governmental assistance in the form of allocations of public funds; others benefit from few, if any, public dollars, especially for placement.

MODEL A

Placement Funded by an Outside Agency

This model of placement includes the following experiences on a continuum of emphasis from school-centered to job-centered.

Mostly School	OVR Evaluation Center (12th grade, 7 weeks)	1/2 Time School 1/2 Time Job	Permanent Placement	Mostly Job

A. Chronology of Experiences

1. Special education classes for eleven years. In the Spring of 11th year there is an orientation meeting for students and their parents to prepare for the change-over from special education to occupational education.
2. Seven-week evaluation center for testing and job analysis of students. Students attend full-time under the supervision of the Office of Vocational Rehabilitation which insures smooth articulation.
3. Job placement for one-half time, special education classes in school for the other one-half time. There is partial reimbursement to employer by OVR.
4. Permanent placement following satisfactory completion of one year in new program.

B. Characteristics of the Model (funded by outside agency)

The following lists the characteristics of the model:

1. The program is dependent on agency policy and influence.
2. There is constant need to develop new sites as placements become permanent.
3. The program builds dependency on governmental assistance which can be inconsistent.

MODEL A (CONTD.)

B. Characteristics of the Model (funded by outside agency) (contd.)

4. Special classes for one-half time is counter to current mainstreaming emphasis.

5. Passivity on the part of students and parents is encouraged. Generally parents and their children have little impact on program decisions.

MODEL B

School Owned and Operated Work Experience Centers

One of the Ten Big City Schools has developed Work Experience Centers which provide effective occupational instruction leading to job placement.

A. Chronology of Experiences

1. The first step is the pre-vocational initial assessment.
2. The second step consists of exploration of interest and ability areas with specific "hands-on" multi-occupational units of instruction in school operated gas stations, nurseries and farms.
3. The third step is the "on-site" job instruction and job placement.
4. The fourth step is an on-going and extensive effort of follow-up for evaluating student satisfaction and success.

B. Characteristics of the Model

1. This model is dependent on school board policies and funding.
2. There is greater control and planning to coordinate individual development with work experience.
3. The possibility of long term planning is enhanced because of budget consistency.
4. This model permits differentiated ratios of school-work experiences.

MODEL C

School Operated Work/Study Programs

An upstate BOCES Center provides a rehabilitation-work-study program with the Office of Vocational Rehabilitation (OVR).[1/] The program is flexible enough to allow the mature and ready student to be released early to enter the work world. The entering chronological age is usually 16. Pre-occupational skills for obtaining and sustaining employment are stressed. Following daily classroom instruction, students are released part of the day under supervision to gain paid work experience in such areas as: library, office, bus garage, laundry, building and grounds maintenance, cafeteria. Students may also be enrolled in multi-occupational centers part of the day. They can select from among eight exploratory occupational areas for eight weeks to help determine their abilities and interests. Exploratory areas include small engine repair, service station operation, machine shop, building trades, printing, cosmetology, food services, and medical aides. After exploration, an education plan is developed on an individual basis.

Classroom and on-the-job training are provided in approximately 20 centers to train interested students for custodial and hospital maid jobs.

A. Chronology of Experiences

1. Students elect the work/study program.
2. The first instruction is in pre-occupational skills. Student begins to gain perspective on his skills and interests.
3. Students may elect a work/study option where they are paid for work in and around school building.
4. Able students may then enroll in a special training course in a multi-occupational center to prepare themselves in specific trade skills.

[1/] OVR-Office of Vocational Rehabilitation an Office of the New York State Education Department which maintains local assistance offices in all areas of the State, as part of its responsibilities.

MODEL C (CONTD.)

B. Characteristics of the Model (school operated work/study programs)

1. Organization and administration of this program enable many different options for many students.
2. Since OVR provides partial funding, program is dependent on that agency's policies and priorities.
3. This program is developmental-leading from school-based to community-based experiences.

MODEL D

School Training - Private Placement

Smaller school districts lack facilities and manpower for extensive programming for preparation for placement. The usual pattern is determined largely by the expertise and energy of the special education teacher and the job placement teacher. General work habits and elementary skills are infused into the regular school day. On the teacher's recommendation, the job placement is sought.

The following paragraph is a description of one job placement counselor whose profile seems to be representative of most of the counselors interviewed.

The placement person, who is community oriented, knows everybody and is known by everyone. This person spends time visiting potential employers and lining up job sites. Overall success is dependent more on social-influential skills than on the job performance of the worker. This personal influence extends to the students and as they progress through their lives the placement person remains a confidant, often called on for advice on buying a car as well as changing jobs.

A. Chronology of Experiences

1. The student succeeds in the school vocational curriculum.
2. The student is assessed as ready for the work world.
3. The placement teacher canvasses the community for an opening for the student.
4. The student is placed into a position.
5. Evaluation and follow-up are conducted by the placement teacher in an informal manner.

MODEL D (CONTD.)

B. Characteristics of the Model (school training - private placement)

1. This model has great flexibility in the matching of student with job. However, the lack of industrial jobs may limit the opportunities.
2. The energy, personality and skill of the placement teacher is the determinant of success. The "well connected" placement teacher will have a much easier time of placement.
3. Evaluation, follow-up and general operation of the plan is dependent entirely upon the placement teacher. The selection of the right person for this critical position is an essential ingredient to success.

MODEL E

Private Training - Private Placement

In very small programs where the number of placements is small but community cooperation is large, a unique operation is possible. Under the plan, private employers act as surrogate teacher-supervisors. They agree to train the student in a specific skill or cluster of skills (e.g., photocopy room procedures) for a definite period of time (i.e., six weeks). When the first training period is completed a new student is assigned to training. The graduate is placed elsewhere in a job where the newly acquired skills are saleable. Often, the employer-trainer creates a new position for the graduate in the "training company."

A. Chronology of Experiences

1. School staff contacts employer who agrees to provide paid short-term training experience.
2. Student is placed into position as regular company "trainee."
3. When training period is completed, the skilled trainee is placed into a regular job to use his new skills and a new trainee is assigned to the company.

B. Characteristics of the Model

1. This model provides a real life experience. The student role is the same as a regular employee.
2. The model is dependent on finding employers who will cooperate and support the program.
3. Often the employer will want to keep the "good" trainee, which may eliminate a training position.

MODEL F

Basic Occupational Education Program

In a visit to a BOCES site the investigator discussed the on-going program for the EMRs with the assistant director. The goal--to learn saleable skills--is approached through occupational clusters. A cluster is a group of related occupations or jobs within each of 9 occupational areas. Jobs within each cluster are arranged from those requiring the least skill to those requiring the most skill. Specialization in the chosen occupation, the second phase, requires 1 to 2 years. Orientation, the first phase, usually takes one year to complete. Student interests, abilities and needs are taken into consideration through the exploration of 9 occupational clusters. The assistant director explained that for every set of skills within a cluster, students are given specific performance objectives or tasks to perform based on standards set by industry for that job. Students are evaluated on how well they perform the specified tasks. The key is individual progress. The assistant director went on to say that when a student has problems within a cluster the special staff will evaluate the problems and counsel the student until the problem is resolved. Periodically, advisors from industry review programs, course content, and instruction to keep skills up to date with employment needs, and to feed back job openings.

The center is located in an Industrial Park and geographical area where there are many job opportunities. According to the assistant director there are more jobs than students to fill them.

MODEL F (CONTD.)

The center had excellent facilities--well-equipped and spacious shops in automotive trades, health care services, food services, floristry, business stores, and hotel/motel. Interviewers reported that staff were knowledgeable, concerned and well-versed in programs and job requirements.

A. Chronology of Experiences (basic occupational education programs)

1. Student spends first year in orientation through seven occupational clusters.
2. The second and, sometimes, the third years are spent in specialization.
3. Work experience is begun as a work/study arrangement of time leading to full-time placement.

B. Characteristics of the Model

1. One of the keys to success of the program is individualized instruction. Each student is advised and supported throughout each stage of the training.
2. The facilities need to be well funded and well maintained.

MODEL G

Senior High School Work/Study Program

A visit with a work/study supervisor in one of the Big Ten City schools revealed the extent of services provided through tax levy and government grants.

On the Junior High School level there is orientation and exploration. There is a screening test for entrance into the Senior High School Work/Study Program. Those who do not get work/study jobs may enroll in the Occupational Training Centers. Teachers serve as job developers through classroom teaching with practical and realistic input from pupils' experiences and employers' reactions. A retrieval and redirection program serves those students whose needs are not being met by existing programs or agencies. Private agencies have been helpful in providing evaluation services, continued vocational training and counseling services.

Areas of employment include hospitals, nursing homes, banks, VEA work/study slots, CETA programs, day care centers, Board of Education (para-professional and clerical), retail stores, fast food chains, museums and utilities.

A Data Bank is maintained in which the computer reports on every EMR leaving the school system. Students are automatically referred after one year to the Placement and Referral Center for Handicapped Students, which is funded by VEA funds, and to Youth Employment Development Programs, Youth Service Assistance and the Human Resources Administration.

A. Chronology of Experiences

1. After orientation and exploration in the Junior High School, students are screened for entrance into Work/Study Program in High School.

MODEL G (CONTD.)

A. Chronology of Experiences (contd.)

2. Students who do not pass screening test may enroll in Occupational Training Centers.
3. Teachers serve as job developers.
4. Students are placed in a wide spectrum of jobs, with much evaluation, counseling and support.

B. Characteristics of the Model (senior high work/study program)

1. This model depends on good match between student and job.
2. There is much emphasis on job development. The community is canvassed again and again for job sites. Urban or industrial communities are best suited for this model.
3. The use of computer eases much of the record keeping and coordination of placement.

SECTION V

PRESENTATION OF DATA

PURPOSE:

This section presents the raw data of the 37 responses to the placement and follow-up questionnaire.

BASIC DATA:

Each item of the questionnaire is grouped into logical areas of concern. Important data are pinpointed in short comments that explicate only the most obvious findings.

CHAPTER V

PRESENTATION OF DATA

This section presents an analysis of the raw data from the responses to the questionnaires' eleven items which have been grouped into six logical areas of concern described below. Each area of concern is followed by a comment which summarizes the most obvious meaning of the reported data.

SCOPE OF THE DATA

	BOCES	BIG CITY	SMALL CITY	TOTAL
Number of Sites in New York State	44	5	5	54
Number of Sites Participating in Study	28	5	4	37
Number of EMR Handicapped Students in Secondary Programs in New York State	2,662	3,511	997	7,170
Number of EMR Handicapped Students Accounted for in this Study	2,387	3,397	241	6,025

Comment: Only 69% of the sample responded to our call. The non-respondents, of which the BOCES were the greatest number, fell into two groups. Either they had little or no placement activities ongoing or they had no time to participate in the project.

STAFF AND PERSONNEL INVOLVEMENT IN JOB PLACEMENT AND FOLLOW UP

Item 1 - Which personnel have responsibility for job placement of occupationally trained EMR students?

	BOCES	Big City	Small City	Total
Guidance	8	2	2	12
Special Education	20	4	3	27
Occupational Education	8	4	3	15
Other	10	1	1	12

Item 2 - How many staff members are involved in a) job placement and b) follow-up of EMR students?

	BOCES	Big City	Small City	Total
Full-Time Placement	13	4	1	18
Part-Time Placement	17	3	3	23
Full-Time Follow-up	13	2	1	16
Part-Time Follow-up	17	2	2	21

Comment: The responsibility for job placement and follow-up is primarily carried by the special education staff. This is especially true in the BOCES sites. Occupational education is next with guidance and others assuming some responsibility. The use of part-time and full-time staff for placement and follow-up are equal. This finding bears more investigation since placement activities are much more visible than follow-up, although the time spent on each appears to be equal.

Note: Because of multiple responses, the above totals are duplicative.

It must be pointed out that in several locations responsibility for job placement has devolved upon personnel in more than one of the departments within the school or BOCES which provide service to EMRs, i.e. both a guidance counselor and a special education teacher. The result of this, as it affects the data, is that the totals for the individual questionnaire items exceed the total number of respondents (37).

GROUPS AND ORGANIZATIONS INVOLVED IN JOB PLACEMENT AND FOLLOW-UP

Item 3 - What other groups or organizations are included in job placement for occupationally trained EMR students?

	BOCES	Big City	Small City	Total
Parent Organizations	15	___	2	17
Teacher Organizations	23	1	2	26
Professional Organizations	3	___	___	3
Community Service Org.	16	3	4	23
Religious Instruction Org.	___	___	1	1
State Employment Service	20	1	2	23
Other	10	2	1	13

Comment: Parent and teacher organizations, community service groups and government agencies predominate in involvement with EMR placement. Professional organizations and religious organizations, surprisingly, have minimal involvement and, in some locations, are totally unengaged in the placement process.

NUMBER OF EDUCABLE MENTALLY RETARDED STUDENTS IN SUB-GROUPS

	BOCES	Big City	Small City	Total
Item 4 - What is total number of secondary EMR students enrolled in your BOCES or school district?	2,387	3,397	241	6,025
Item 5 - Of the above number, how many EMR students are enrolled in occupational education programs?	1,345	2,476	98	3,919
Item 6 - Of those EMR students enrolled in occupational education, how many are in cooperative education programs?	233	594	32	859

Comment: Nearly 65% of EMR students are receiving some kind of preparation for employment through either occupational education or cooperative education programs.

JOB PLACEMENT EFFECTIVENESS

	BOCES	Big City	Small City	Total
Item 7 - Over the past three years, how many of the EMR students have been eligible for job placement?	858	2,354	67	3,279
Item 8 - Over the past three years, how many of the EMR students have been placed in jobs?	527	1,765	24	2,316

Comment: The placement percentage for all graduates is 70% but falls off in the small cities to about half that rate.

DATA COLLECTION PROCEDURES

Item 9 - What kinds of data are kept on EMR students?

	BOCES	Big City	Small City	Total
Student Characteristics				
Sex	23	5	4	32
Race	7	4	3	14
Age	26	5	4	35
Other	4	3	1	8
Placement				
Job Titles	23	4	2	29
Employers	23	5	2	30
Wage Rates	12	4	1	17
Unfilled Job Orders	5	2	1	8
Other	9	2	__	11

Item 9 (Cont'd.)

	BOCES	Big City	Small City	Total
Follow-up				
Job Title Changes	18	1	___	19
Employer Changes	20	4	1	25
Wage Rate Changes	6	2	___	8
Performance Rating				
by employer	12	2	2	16
by school supervisor	9	2	1	12
Career Growth	6	2	1	9
Other	4	2	1	7

Comment: Wage rates are not reported in approximately 50% of the programs. The low responses to the category Other indicate that the possible choices were listed adequately in the questionnaire. Low responses in performance ratings indicate that only 50% of schools are keeping records in this dimension.

Item 10 - How frequently are EMR placement and follow-up data collected?

	BOCES	Big City	Small City	Total
Placement				
Before Graduation	22	3	1	26
After Graduation	22	1	1	24
Other	1	—	—	1
Follow-up				
Three months after graduation	11	2	—	13
Six months after graduation	11	1	1	13
Nine months after graduation	4	1	1	6
Other	12	1	—	13

Comment: Follow-up data are comprehensive but there is some question regarding the regularity of the collection. Only 44% of the sample report data collection after graduation.

Item 11 - How and where are the above EMR data kept?

		BOCES	Big City	Small City	Total
How					
	Individual folders	20	5	4	29
	Class folders	7	3	—	10
	Computerized data base	4	1	—	5
	Other	6	1	—	7
Where					
	Guidance	4	2	—	6
	Occupational Educ.	6	2	1	9
	Special Educ.	19	5	3	27
	Building Principal	4	1	1	6
	Other	8	3	1	12

Comment: The data are typically stored in special education records. Only 25% report that summaries by class groups are maintained in class folders.

SECTION VI

DISCUSSION

PURPOSE:

This section discusses the raw data presented in Section V.

BASIC DATA:

The discussion centers around the following items related to job placement: (1) staff commitment, (2) availability of jobs, (3) philosophy of training, (4) responsibility for placement, (5) support services, (6) job titles, (7) community support, (8) reimbursement of employees, (9) on-going counseling support, (10) follow-up, (11) staff assignments, (12) sex differences in placement, (13) agency involvement in placement, (14) recordkeeping, and (15) labor unions.

CHAPTER VI

DISCUSSION

As this report indicates, there are different models for the delivery of training and placement services to EMR students in New York State. Due in large measure to the incentives provided by Public Law 94-142, more and more handicapped students are entering vocational education. Consequently, it is safe to predict that better methods of preparation will evolve while the essential elements for success will remain unchanged. Analysis of the data from this study has revealed the following essential elements that can contribute to success in job placement.

A. Elements Related to Job Placement Derived Directly from the Data

1. The need for community support

   This has been given too low a priority. The data gave little evidence of any wide-scale practice of public relations programs designed to enhance support for placing EMR's in jobs. On-going programs in public relations are maintained on a personal level by means of the school coordinator or administrator actively pursuing potential employers.

2. Reimbursement of employees

   Wages are determined according to the geographical location, funding sources and union scale where applicable. In general, where students are employed in work or training sponsored by the school system and tax dollars, they are paid at a rate established by the program which is usually less than $2.00 per hour. In the case of the private

employer, students are paid the prevailing rate, minimum or scale wage, according to the work performed. Even though students possess different levels of training and skill, employers group all students together and give them minimum wages: there is no evidence of a differential salary schedule for differential skills.

3. Job Titles Held by EMR Students

Data pertaining to job titles were obtained from review of curriculum modules, annual reports of programs and site visits. A curriculum area can lead to several widely divergent job titles as shown below.

Curriculum	Job Titles
Basic Horticulture and Conservation	Gardener, yardman, florist helper, farm helper
Food Service	Baker's helper, bake shop machine operator, baker's stockman, flour packer, bag packer, fry cook, cook's helper, salad maker, dietician's helper, supply man, butcher's helper, meat wrapper, meat smoker, meat trimmer, bottle worker
Building Maintenance	Sweeper, cleaner, window-washer, rug cleaner, laborer
Automotive Basic Trades	Gas station attendant, car washer, parking lot attendant, factory worker, route driver
Home, hospital, hotel & motel aide	Laundry marker, houseman (unskilled), hotel maid, household aide, nurse's aide, flatwork ironer
Distributive Education	Sales, cashier, store clerk, stock mover, dry cleaner's helper, file clerk, parcel wrapper, printer's helper, candle maker

4. Follow-up

Review of data indicates that formal longitudinal follow-up studies are rare. The reasons for this as derived from the questionnaires are (1) discontinuation of funding sources at the age of 21; (2) the mobility of students; (3) termination of most follow-up studies after the first year of employment; (4) the preference of many students not to be identified as handicapped after entering the world of work.

If more follow-up studies were available, it is felt that more attention would be given to employing those handicapped who are educable mentally retarded students. Further studies focusing on follow-up are needed.

5. Staff Assignments

Only half of the 37 respondents indicated that a full-time or a part-time staff person was engaged in follow-up; in some of these instances follow-up involvement was in the hands of one part-time person, alone, and in others, the person responsible for follow-up services also handled placements. The persons so assigned included guidance counselors, special education and occupational education teachers as well as other specialist titles.

Assigning one person whose duties are specifically concentrated on follow-up would increase the likelihood of improved services to EMR's.

6. Sex Differences in Placement

In the past there have been job categories specifically for females and different categories for males. The

situation is changing in keeping with current legal requirements, as alleged in follow-up telephone interviews with some respondents. However, the data obtained through site visits regarding the subject of sex differences in placement was enlightening in providing the following job titles which are still predominantly sex related.

Girls	Boys
Nursing homes	Building maintenance
Offices	Carpentry
Hotels	Gardening
Motels	Automotive trades
Bakeries	Gas stations
Stores	Farms
Hospitals	

Our study found no intrinsic reasons why sex stereotyping should be maintained with EMR's.

7. Agency Involvement in Placement

Responses to the survey questionnaire highlighted involvement of state employment services in placement. The higher placement percentages occurred more frequently at sites where community services were enlisted. CETA, YOUTH ASSISTANCE, HUMAN RESOURCES, and other local government programs provided the placement assistance - OVR services, too, cooperated in some areas.

Using available government agencies tended to increase EMR employment.

8. Record Keeping

The majority of responses on the survey questionnaire indicated that the schools maintain EMR data in individual folders in the special education office. Some use class

folders, several have computerized data bank and card files. In a few schools records are housed in the occupational education office, guidance office, building principal's office, placement or work center offices.

The kinds of data include the characteristics of students, age, sex, race, test data. Job titles and changes of job titles are recorded in most centers. Ratings by employers and school supervisors of students on the job are also maintained.

Introduction of a statewide, uniform record keeping system would simplify comparisons. This would result in identifying both effective as well as ineffective placement practices.

9. Responsibility

At present, the responsibility within the school for EMR placement rests with the Special Education staff in most cases. The returned questionnaire did not indicate VEA placement and follow-up coordinators as often. As mentioned previously, the commitment of these people is enormous and the results are encouraging. However, there are other sources of help and support which should be used to a greater degree. These are the parent groups, civic groups, religious groups, and professional organizations that can provide many sources of job placement and have been unexplored in many areas.

Responsibility should be shared with occupational education and with parents to increase the employment

opportunities of EMR students.

10. Support Services

The impact of support services varies from site-to-site. Services emanate from districts, support services teams, OVR and community agencies. In general, the questionnaire responses assigned the reasons for limitation of these services as lack of funding and staffing. Referrals are made in accordance with procedures which are established in specific sites. They vary from elaborate and formal to very casual and informal procedure.

A state-endorsed list of support services is suggested.

11. Philosophy of Training

There are two basic philosophies for the degree of specificity of training for EMR job placement. The specific view favors courses of study and curriculum to meet local needs as determined by employer interviews and survey. Students' interests are explored, vocational training modules are provided, and evaluation of aptitude and ability are conducted following training. The most important goal for the student is to learn an immediately saleable skill - a skill students can carry into the job market or on to more specialized training.

The non-specific view stresses broad-based skills. All students are enrolled in the same sequence of courses. The emphasis is on learning basic skills which form the groundwork from which to launch more specialized training.

The key to success appears to be knowledge of the

marketplace and the needs of potential employers, in addition to the effectiveness of the school staff.

B. Elements Related to Job Placement Inferred from the Data

1. Staff Commitment

In a previous study, Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices, the importance of at least one "individual on staff with vested dedicated leadership qualities" was identified as an important criterion for successful programs. The same criterion is crucial in job placement. The work/study coordinators can serve as resource persons to the school staff, interpret program needs and goals to the community and parents, find the jobs for the students, and screen students for those jobs. Since the work/study coordination is primarily responsible for the success of the placements, the requirements for the position of coordinator are considerable. It is the coordinators who must speak before groups with clarity and conviction, deal with individuals with empathy and compassion, and have an evangelical-like commitment to their task which supersedes set work hours and union contracts. It is to be noted, that as previously reported, the 37 responses more frequently indicated Test-Tied functions were performed by Special Education staff.

When all of these skills and traits are present, as evidenced in most of the sites we studied, the job placement programs work and the handicapped youngsters are served.

2. On-going Counseling Support

Psychological support services dwindle when the student leaves the school for employment or reaches the age of 21. Eight out of 37 responses reported that work/study coordinators maintain relationships and provide counseling services. Private agencies may offer some assistance. In most cases the student worker initiates contact. There is no formal program of continued counseling support. One of the Big Ten Schools has organized night center counseling.

EMR students over the age of 21 need formal counseling support services.

3. Availability of Jobs

The diversity of jobs available to this population is wide. Job titles include: aides in nursing homes, custodial care workers, office clerks, fast food chain waiters, bus boys, laundry workers, farm workers, chambermaids, packers, gardeners, carpenter's helpers and automotive workers. School systems in urban-industrial areas offer different clusters of jobs which differ from those offered by schools in more rural-agricultural areas. It would be easy to assume that more shop-like positions make for more placements of the handicapped, but this is not necessarily true.

The programs have adapted their training and emphasis to the available jobs and the needs of the local community. The number of placements depend on other factors. Key variables to success are the job market, availability of CETA funding, number of subsidized programs, publicity for

programs, and rapport with community.

4. Labor Unions

Although labor unions generally disfavor school age children entering the labor market, in the case of the handicapped there has been less resistance, and even co-operation in providing opportunities for work experience. The placements are considered "training positions", and, therefore, not subject to strict interpretation of union procedures.

CHAPTER VII

CONCLUSIONS AND SUGGESTIONS FOR FUTURE DEVELOPMENT

PURPOSE:

This section summarizes recommendations on basic patterns of organization for placement.

BASIC DATA:

The following suggestions are made among the 23 key recommendations: (1) Support services must continue on the job after the EMR graduates leave school. (2) Follow-up should be in the form of regular, periodic visits as well as mail surveys.

The following needed research topics were identified: (1) attitudes and communication between employers and school personnel, (2) systematic follow-up data procedures, (3) effectiveness of support services, and (4) empirically validated placement and follow-up methods.

CHAPTER VII

CONCLUSIONS AND SUGGESTIONS FOR FUTURE DEVELOPMENT

CONCLUSIONS TO SPECIFIC RESEARCH QUESTIONS

In the introduction, several research questions were asked as a guide for the study. These questions and the conclusions reached are as follows:

1. What is the developmental process of student educational experience leading to employment?

   There are identifiable sequential steps which can serve as milestones to measure this development. Chapters III and IV answer this question in detail. Chapter III analyzes the articulation between school and employment. Chapter IV analyzes placement practices.

   As might be expected, each program studied has evolved into a hybrid based on internal organizational patterns, available funds and facilities, philosophy of learning styles, and staff competencies. As a result, no two programs meet the needs of these handicapped students in exactly the same manner. However, if one considers all of these 37 programs collectively, there is a definite pattern of developmental experiences leading to job placement. These experiences begin with students entering high school and vocational education, continuing into exploratory courses on skill development and culminating in the placement of the students in a full-time job. Chapter III describes

this developmental process in greater detail. This pattern generally does not imply a systematic process common to all programs.

2. Which personnel within the school are responsible for placement?

The responsibility for job placement and follow-up is mainly that of the special education staff. Occupational education staff is secondary in this responsibility. Chapter V presents the data for this answer. Chapter VI analyzes these data.

The data report a shared responsibility among guidance, occupational education, and special education personnel. Even though EMR youngsters are "mainstreamed" into an occupational education experience, it is clear that primary responsibility for their future remains on the shoulders of the special education staff, both academic and occupational. This is true especially of the BOCES sites in our study.

3. What are the sex differences in placement and patterns of experience?

The situation is changing. Sex stereotypes are gradually changing. There are still categories of work sites which seem to be sex-related. Chapter IV lists those predominantly sex-related job titles.

The state-of-the-art indicates a decreasing emphasis on sex differences in the placement of EMR graduates. Although it is still rare to find a female mechanic or a male nurse's aide, site observers reported a trend toward increasing equality in training and placement.

4. What is the range of remuneration for entry level jobs for EMR students and graduates?

The minimum wage scale is usually paid outside the school. In-school employment usually pays less than the minimum wage. This search found no set differential wage patterns between job titles. Employers tend to pay all entry level employees the minimum wage. This is done in spite of obvious differences in levels of training and skill. Chapter VI discusses these findings.

Site observers reported that the high side of the range is the minimum wage. Few, if any, of our sample earned more than this in training positions and first placements. Of course there are exceptions to this, but they were found usually in very small programs in unique settings. The low side was found for in-school employment such as building maintenance. This rate dipped as low as $1 per hour.

General Conclusions

There are several more general conclusions which have definite bearing on this study and future research.

1. Adequacy of the data

Only 37 out of 54 respondents in the universe from New York State, that is 70%, agreed to participate in the study. It can be assumed that the placement/follow-up activities for this sample would be considerable. However, site observers reported that the data are scarce

for both handicapped and non-handicapped students. This raises the issue of the extent to which the other 30% of respondents are serving the needs of EMR's. A broader based intensive study of these issues is indicated.

2. Need for postgraduate services

There is no systematic support for students after they leave the school. Any counseling and guidance is supplied according to the individual work/study teacher's initiative and the willingness of the graduate to seek out the help. There seems to be no definite program for postgraduate services.

3. Shift to more services

With the passage of legislation which affects the handicapped, more and more attention is being paid to the training and subsequent employment of students. This trend will continue in the near future.

Suggestions

The following suggestions for effective career development and job placement are based upon questionnaire data and site visit reports.

Program and Services

1. Begin assessment of abilities, exploration of interests and training in skills for daily living on elementary level--pre-vocational programs in elementary school.

2. Review available market of evaluative techniques for diagnostic assessment of individual's entire work potential including mental abilities, personality traits, motivation, and interest via inventories, interviews, work-sample, and newly developed techniques.

3. Provide facilities and programs on a 12-month basis in schools to offer innovative, creative and

skill-training programs.

4. Emphasize basic school subjects, generalized work skills, social skills, good work habits, and the ability to stick to a task.

5. Resolve problem of transportation to job sites.

6. Provide mobile units for educational, pre-vocational, vocational, and adjunct services such as speech, guidance and psychological work adjustment.

7. Utilize modern industrial equipment, work and end-product standards in workshops. The work pace should be built upwards and maintained as a major continuum.

8. Provide school and training for drop-outs and returnees.

9. Before going to an outside job, all EMR's should perform some type of school service job for a period of no less than three months for a minimum of one hour per day. This would provide the first step toward the socialization and adjustments required in a vocational setting.

10. Visit many worksites so that the retardate realizes that the "world of work" is a reality and the opportunities are many and varied.

11. Consider special planning and grouping in programming to serve the potentially more adaptive functional retardate as compared with the less adaptive.

In-Service Training: Parents and Teachers

12. Train in-service teachers and counselors to provide current methods, techniques, materials, and information for occupational programs and job placement of EMR's.

13. Use professional industrial consultants to set up standards, machinery and techniques and to teach mandatory, in-service training for Board of Education teachers to present an up-dated program of instruction.

14. Encourage parent workshops and activities, day and evening, to increase their involvement, understanding and cooperation in the entire program from school to employment.

15. Conduct group meetings with guidance counselors and teachers following work sessions to discuss each child's output and problems. Motivations for learning should be functional in nature and flow directly from work-experience.

Liaison with Community

16. Establish a program to publicize to business and industry the facts and myths of hiring the handicapped. Solicit assistance from legislators and members of state education departments.

17. Effect closer liaison, improved referral procedures and communication between public schools and private and voluntary agencies serving the needs of the mentally retarded.

18. Provide job-developers and work-coordinators full-time to consult industry and employment agencies, survey current labor market, contact employers and effect job placement while students are still in the training program. Explore possibilities of new categories of jobs.

19. Form an advisory board including industry, labor, parents, and possibly a government representative to seek and encourage cooperation and immediate action.

20. Initiate liaison with OVR and Welfare to gain funds for vocational rehabilitation programs and evening centers.

Post-Graduate Activities

21. Provide funds and personnel for periodic follow-up of students and continued counseling service and/or training for one year following leaving school or completing program to determine what is being accomplished in programs concerned with the development of saleable skills for job placement; to bridge the gap between school and post-school adjustment to community life and employment.

22. Establish a retrieval system to provide accurate and up-to-date data for administration, instruction, evaluation, and research. Follow-up data are very limited regarding type of employment obtained by graduates and relationship of occupational training to job success. Present procedure is quite informal.

23. Arrange follow-up programs, day and evening sessions to serve our working EMR's and their parents, providing for guidance, consultations, recreation, sports, and socialization leading to a feeling of group membership, security and fostering maturity in first full-time job retention.

Need for Research

Attitudes and experiences between employers and school personnel

1. Constant shift of labor market indicates need for a different type of data, liaison and communication between school and industry.

2. Since employment is often based on attitudes and experiences which employers have, research on positive and negative experiences is indicated. School personnel also have some antipathy towards studies highlighting this group.

Follow-up

3. There is need for collecting systematic follow-up data regarding the success or failure in finding and sustaining employment. At the present time the data are generally sparse and informally maintained. Where data are maintained, it includes all of the handicapped--not broken out for EMR's solely.

Support Services

4. Optimum support services need to be established. We need to evaluate the effectiveness of full-time or part-time staffs, appropriate case loads, in-office or field-based contacts, and the impact of advisory committees.

Publications

5. Since it is clear that many LEA's are lacking in the provision of adequate placement and follow-up services to the EMR, a step-by-step handbook of practical methods should be developed and distributed throughout the state.

APPENDIXES

PURPOSE:

This section includes everything necessary to replicate the research.

BASIC DATA:

This section contains sample contact letters, sample questionnaires, and a listing of the project staff. It also lists the sources of the data including the contact persons in each school submitting a questionnaire and also the contact persons for each site visit.

APPENDIX A

PROJECT STAFF

Project Staff

Institute for Research and Development in Occupational Education

Lee Cohen, Director
Room 1430, Graduate School
and University Center
City University of New York
33 West 42 St.
New York, N.Y. 10036

Randolph B. Tarrier, Project Director
Room 1703, Graduate School and
University Center
City University of New York
33 West 42nd St.
New York, N.Y. 10036

Consultants:

Dr. Claire Wishart, Retired
New York City Board of Education
Division of Special Education and
Pupil Personnel Services
New York, NY

Dr. Hal Wise
Ulster Community Service Center
Kingston, New York

State Education Department

Alan Robertson, Chief
Bureau of Occupational
Education Research
Room 468, Education Bldg. Annex
State Education Department
Albany, N.Y. 12234

Howard Alvir, Associate
Bureau of Occupational
Education Research
Room 468, Education Bldg. Annex
State Education Department
Albany, N.Y. 12234

Review Panel

J. Paul Tonetti, Supervisor
Bureau of Guidance and Specialist
in Guidance for the Handicapped

Robert LaCasse, Supervisor
Occupational Education Program
Services for the Handicapped

Alan Robertson, Chief
Bureau of Occupational Education
Research

Howard Alvir, Associate
Bureau of Occupational Education
Research

Ronald Ross, Associate
Division of Education for the
Handicapped

Muhammad Khan, Education Aide
Bureau of Occupational Education
Research

Marjorie Horn, Education Aide
Bureau of Occupational Education
Research

APPENDIX B

CONTACTS WITH THE LOCAL EDUCATION AGENCIES: LETTER AND REPLY POSTCARD

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

Division of Research

Bureau of Occupational
Education Research
518: 474-6386

February 1, 1978

Dear

Your Superintendent of Schools has named you as the contact person to supply us with information regarding the employment patterns of the occupationally trained educable mentally retarded.

The Bureau of Occupational Education Research and the Institute for Research and Development in Occupational Education (CUNY) are conducting the study of occupational education and placement data for students of New York State who are educable mentally retarded.

The first stage of the study is to determine the availability of existing data and information on placement programs for the educable mentally retarded. The second stage will be a site visit interview at selected schools for the purpose of examining the data. The third stage will be a summary report to disseminate information on the existing patterns of education and job placement.

Please complete the enclosed survey and return along with any studies, reports, research or other local materials which will supplement the survey.

Sincerely,

Alan Robertson

Alan Robertson, Ed.D., Chief
Bureau of Occupational Education Research

Randolph B. Tarrier

Randolph B. Tarrier, Ph.D.
Institute for Research and Development
in Occupational Education
City University of New York

Do you have a job placement program for educable mentally retarded (EMR) high school students in your school, district, or area center program?

☐ YES ☐ NO

Who should be contacted for information about this?

Name:_____

Address:_____

_____, N.Y. Zip_____

Title:_____

Phone:_____

rom:

APPENDIX C

SAMPLE QUESTIONNAIRE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

Division of Research

Bureau of Occupational
Education Research
518: 474-6386

JOB PLACEMENT FOR OCCUPATIONALLY TRAINED
EDUCABLE MENTALLY RETARDED STUDENTS

DIRECTIONS: The following questions are intended to describe the characteristics of the job placement service provided for your occupationally trained educable mentally retarded (EMR) students.

Answer each question by checking the appropriate response, filling in the proper blank, or by circling the correct answer.

1. Which personnel have responsibility for job placement of occupationally trained educable mentally retarded students? (Check all that apply)

_____ A. Guidance

_____ B. Special Education

_____ C. Occupational Education

_____ D. Other: _____

2. How many staff members are involved in (a) job placement and (b) follow-up of EMR students?

Placement	Follow-up
____ A. Full Time	____ C. Full Time
____ B. Part Time	____ D. Part Time

3. What other groups or organizations are involved in job placement for occupationally trained EMR students?

_____ A. Parents

_____ B. Teachers

_____ C. Professional Organizations

_____ D. Community Service Agencies

_____ E. Religious Organizations

_____ F. State Employment Service

_____ G. Other _____

4. What is the total number of secondary EMR students enrolled in your BOCES or school district? ..... 4. _____

5. Of the above number, how many EMR students are enrolled in occupational education programs? ..... 5. _____

6. Of those EMR students enrolled in occupational education, how many are in coop. education programs? ..... 6. _____

7. Over the past three years, how many EMR students have been eligible for job placement? ..... 7. _____

8. Over the past three years, how many of the EMR students have been placed in jobs? ..... 8. _____

9. What kinds of data are kept on EMR students? (Check all that apply)

Student Characteristics	Placement	Follow-up
_____ A. Sex	_____ A. Job Titles	_____ A. Job Title Changes
_____ B. Race	_____ B. Employers	_____ B. Employer Changes
_____ C. Age	_____ C. Wage Rates	_____ C. Wage Rate Changes
_____ D. Other: _____	_____ D. Unfilled Job Orders	_____ D. Performance Rating by Employer
	_____ E. Other: _____	_____ E. Performance Rating by School Supervisor
	_____ F. None	_____ F. Career Growth
		_____ G. Other: _____
		_____ H. None

10. How frequently are EMR placement and follow-up data collected? (Check all that apply)

Placement	Follow-up
_____ A. Before Graduation	_____ A. Three months after graduation
_____ B. After Graduation	_____ B. Six months after graduation
_____ C. Other: _____	_____ C. None months after graduation
	_____ D. Other: _____

11. How and where are the above EMR data kept? (Check all that apply)

How	Where
_____ A. Individual Folders	_____ A. Guidance
_____ B. Class Folders	_____ B. Occupational Education
_____ C. Computerized Data Bank	_____ C. Special Education
_____ D. Other: _____	_____ D. Building Principal
	_____ E. Other: _____

Please return this survey and any local studies, research or other materials related to employment of EMR students to:

Dr. R.B. Tarrier
Center for Advanced Studies in Education
City University of New York
33 W. 42nd. Street, Room 1430
New York, N.Y. 10036

Survey completed by:

Name _____

Title _____

Phone _____

APPENDIX D

SOURCES OF DATA: CONTACT PERSONS FOR QUESTIONNAIRES

SOURCES OF DATA

Contact Persons for Questionnaires

Albany City Schools Occupational Center 99 Kent Street Albany, New York 12206	William E. Hunt Director-Principal
Binghamton City Schools 98 Oak Street Binghamton, New York 13905	Earl T. Maslin Work-Study Program for Special Education
Buffalo City Schools City Hall Buffalo, New York 14202	John E. Paupst, Jr. Supervisor, Education for Mentally Retarded
Mt. Vernon City Schools 165 No. Columbus Avenue Mt. Vernon, New York 10550	R. M. Laughlin Supervisor, Special Education
New York City Schools 110 Livingston Street Brooklyn, New York 11201	Charles B. Collins Guidance Coordinator (Acting)
Rochester City Schools 13 So. Fitzhugh Street Rochester, New York 14614	Joseph G. Salemi Assistant Director
Syracuse City Schools 409 West Genesee Street Syracuse, New York 13202	Frank Barker Supervisor
White Plains City Schools 5 Homeside Lane White Plains, New York 10605	Alex Tureaud Assistant Director of Pupil Personnel Services
Yonkers City Schools 145 Palmer Road Yonkers, New York 10701	Rocco C. Cardillo Director of Occupational Education
Albany-Schenectady-Schoharie 1015 Watervliet-Shaker Road Albany, New York 12205	Oscar Ruberti Director, Special Education
Broome-Delaware-Tioga Upper Glenwood Road Binghamton, New York 13905	Ronald Skrebes Work Placement Coordinator
Cattaraugus-Erie-Wyoming 124 Main Street Little Valley, New York 14755	Tim McNell Work Study Supervisor

Contact Persons for Questionnaires (cont.)

Cayuga-Onondaga 234 So. Street Road Auburn, New York 13021	Richard Washburn Pre-Occupational Coordinator
Dutchess RD 1, Salt Point Turnpike Poughkeepsie, New York 12601	Walter D. Van Benschoten Coordinator of Programs for the Handicapped
Delaware-Chenango-Madison-Otsego RD 3-East River Road Norwich, New York 13815	Richard Snyder Director of Special Education
Erie 1 455 Cayuga Road - Box J Cheektowaga, New York 14225	Kenneth Freeland Supervisor of Special Education Work Study
Franklin-Essex-Hamilton West Main Street Road Malone, New York 12953	Alan M. Tessier Work Study Coordinator
Genesee-Wyoming 8250 State Street Road Batavia, New York 14020	Gerald C. Drosendahl Work Training Coordinator
Greene 2-Delaware-Schoharie-Otsego Rexmere Park Stamford, New York 12167	Richard Albano Director of Special Education
Jefferson-Lewis Outer Arsenal Street Road Watertown, New York 13601	Gary McDermott Supervisor of Special Education
Madison-Oneida Spring Road Verona, New York 13478	Athalia M. Wiley Cooperative Work/Study Placement Coordinator
Monroe 2-Orleans 3591 Big Ridge Road Spencerport, New York 14599	Dan Staunton Coordinator
Oneida-Madison-Herkimer 62 Main Street New York Mills, New York 13417	Charles Mead Director of Special Education
Ontario-Seneca-Wayne-Yates Finger Lakes Education Director RD 2 Stanley, New York 14561	Sam McRae Coordinator of Work/Study

Contact Persons for Questionnaires (cont.)

Orleans-Niagara Salt Works Road Medina, New York 14103	
Oswego PO Box 488 Mexico, New York 13114	David Stern Director of Special Education
Putnam-Westchester 42 Triangle Center Yorktown Heights, New York 10598	H. L. Adler Work Study Coordinator
Rensselaer-Columbia 1550 Schuurman Road Castleton, New York 12033	Ilene S. Herr Guidance/Placement Director
Rockland 61 Parrott Road West Nyack, New York 10994	Harold Laumbach EMR Specialist and Occupational Adjustment Coordinator
Saratoga-Warren Wilton, New York 12866	Frederick Moran Placement Counselor
Schuyler-Chemung-Tioga 431 Philo Road Elmira, New York 14903	Francis Tokar Work Study Coordinator
Steuben-Allegany (Wildwood) (Cooper) 47 West Steuben Street Bath, New York 14810	Mark Sacco - Henry Sandore Work Experience Coordinator
Suffolk 2 201 Sunrise Highway Patchogue, New York 11772	Ciro J. Aiello Building Principal
Tompkins-Seneca-Tioga 555 Warren Road Ithaca, New York 14850	Dale W. Freeman Work Study Coordinator
Washington-Warren-Hamilton-Essex Washington Co. Bldg. Annex Hudson Falls, New York 12839	K. L. Measeck Guidance Coordinator
Westchester 17 Berkley Drive Port Chester, New York 10573	Antonio J. Franqueira Assistant Director of Occupational Education

APPENDIX E

SOURCES OF DATA: CONTACT PERSONS FOR INTERVIEWS

SOURCES OF DATA

Contact Persons for Interviews

Buffalo Public Schools Education for the Mentally Retarded Division of Curriculum Evaluation and Development City Hall Buffalo, New York 14202	Henry McClemmon Project Administrator 816 City Hall Buffalo City Schools Buffalo, New York 14202 Milton Conomos Work-Study Coordinator Seneca High School Buffalo, New York 14215 Ms. Munson Office of Vocational Rehabilitation
Erie No. 1 BOCES 2 Pleasant Avenue West Lancaster, New York 14086	Kenneth Freeland Supervisor, Special Education
Mount Vernon Public Schools Special Education Department Education Center 165 North Columbus Avenue Mount Vernon, New York 10550	Rose May McLoughlin Supervisor, Special Education Department
Educational Support Center 60 Union Avenue New Rochelle, New York	Marilyn Yablon
Board of Education of the City of New York Bureau for Children with Retarded Mental Development 65 Court Street Brooklyn, New York 11201	Marcia Gewirtz Supervisor
Placement and Referral Center of Handicapped Students 362 Schermerhorn Street Brooklyn, New York 11201	Bruce Wood, Coordinator
Ontario-Seneca-Wayne-Yates BOCES Finger Lakes Education Center RD 2 Stanley, New York 14561	Sam McRae Coordinator of Work-Study Programs
Putnam-Northern Westchester BOCES Yorktown Heights, New York 10598	Harold Adler Work-Study Coordinator Job Placement and Follow-up

Contact Persons for Interviews (cont.)

Rochester City Schools
13 South Fitzhugh Street
Rochester, New York 14614

Robert Coolidge
Special Education Department
Placement Teacher, Board Office

John Davis
Helping Teacher
Work Experience Center
620 Westfall Road
Rochester, New York 14620

Catholic Schools, Diocese of Brooklyn
Special Education Department
Pre-Vocational Program
345 Adams Street
Brooklyn, New York 11201

Brother David Cooney
Coordinator, Vocational Education